DOCUMENT RESUME

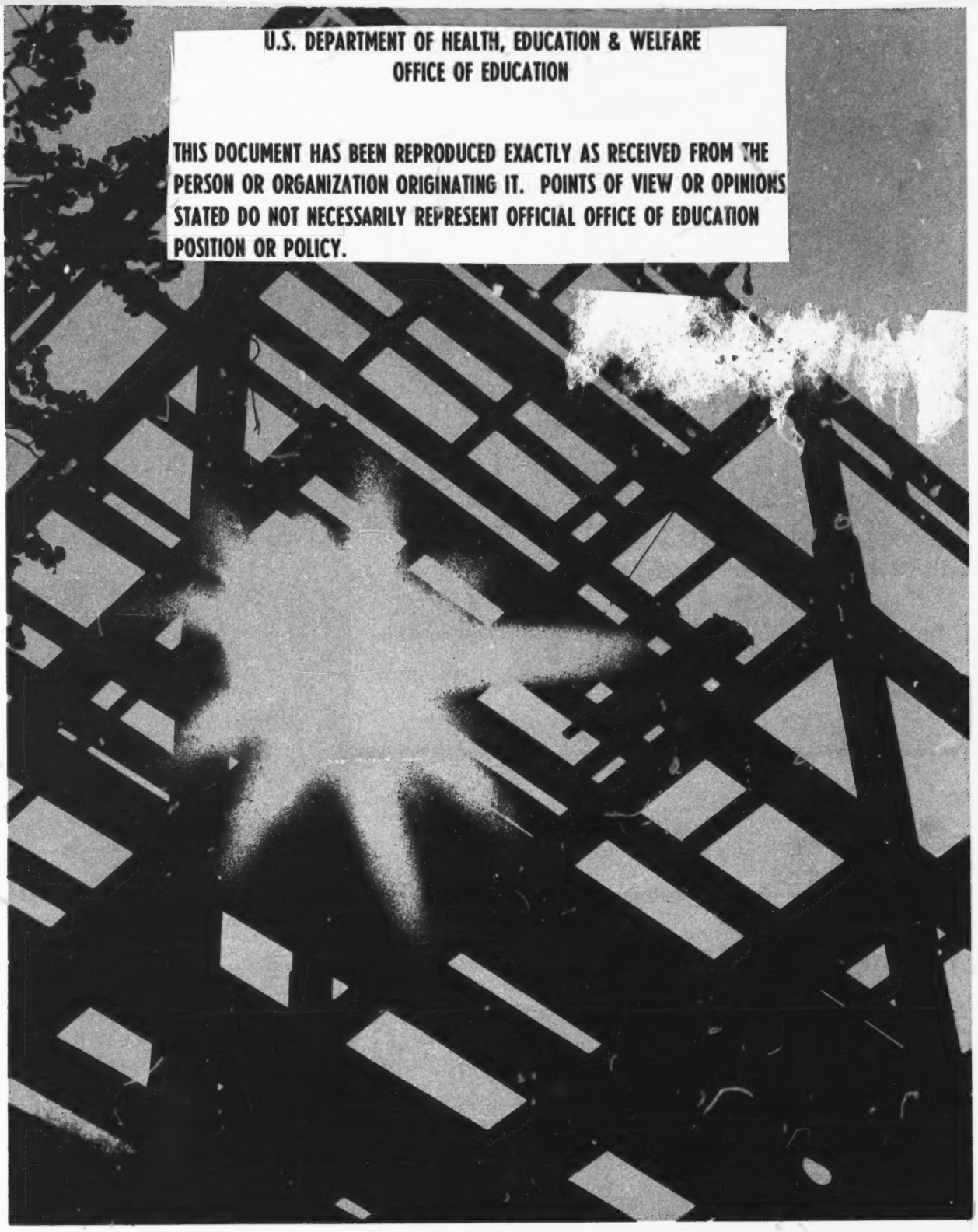
ED 025 259 JC 680 494

The Open Door, A Quarterly Journal of the North Carolina Department of Community Colleges.
North Carolina State Board of Education, Raleigh. Dept. of Community Colleges.
Pub Date 68
Note- 24p.
Journal Cit- The Open Door; v4 n3 Fall 1968
EDRS Price MF-$0.25 HC-$1.30
Descriptors- Articulation (Program), *Counseling, Guidance, *Junior Colleges, *Subprofessionals, *Technical Institutes, Technical Occupations, Vocational Education
Identifiers- *North Carolina

This issue contains articles on the state's opportunities in technical education and the need for making them known to more students, teachers, and counselors. The contents are: (1) an editorial on the success and satisfactions of engineering technology graduates; (2) the place of the technician in industry, a description of courses available, and the need to inform prospective students about them; (3) an example of a young woman's success in chemical technology; (4) an explanation of the difference between merely working while attending college and pursuing cooperative education, in which the job and courses are related; (5) the importance of informing secondary school personnel about the offerings of community colleges and technical institutes and some ways of accomplishing it; (6) ways of improving articulation between secondary and post-secondary schools, including, in some cases, transfers of credit to avoid wasteful repetition of coursework; (7) the satisfaction of a high school dropout who finally earned her diploma and continued on to a practical nursing program at a technical institute; (8) details of an Introduction to Vocations course designed to inform high school students of post-secondary study opportunities; (9) description of a program in distributive education; and (10) a report on a summer workshop for guidance counselors in Guilford County. (HH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.



ED025259

THE OPEN DOOR

A QUARTERLY JOURNAL OF THE NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

FALL 1968

JC 680 494

BULK RATE
U. S. POSTAGE
PAID
Raleigh, N. C.
Permit No. 260

ED025259

...CALIF.
...ES
1968
...GHOUSE FOR
...R COLLEGE
...MATION

THE OPEN DOOR

DEPARTMENT OF COMMUNITY COLLEGES
EDUCATION BUILDING, RALEIGH, NORTH CAROLINA

The purpose of **The Open Door** is to acquaint the people of North Carolina with the state's system of community colleges and technical institutes.

NANCY L. DUCKETT . . . . . Editor

WILLIAM F. PUGH . . . . . Artist

CONTENTS

Students Must Be Reached Today! (Editorial) 3

Technical Institutes, Community Colleges Offer Engineering Technology Programs 4

North Carolina Educational Opportunities for Preparing Careers in Engineering Oriented Occupations 10

Success Comes to Technical Institute Graduates 12

Cooperative Education Is a Joint Venture 14

"Getting to Know You" Is Song Sung Across the State 15

Steps Are Being Taken to Provide Better Articulation 17

Education Goes On and On for Dropout 19

High School Students Learn About Post-Secondary Education 20

Program in Distributive Education Provides Base for Advanced Training 22

We Congratulate Guilford Technical Institute for Its Successful Workshop ..... Back Cover

Editorial

Students Must Be Reached Today!

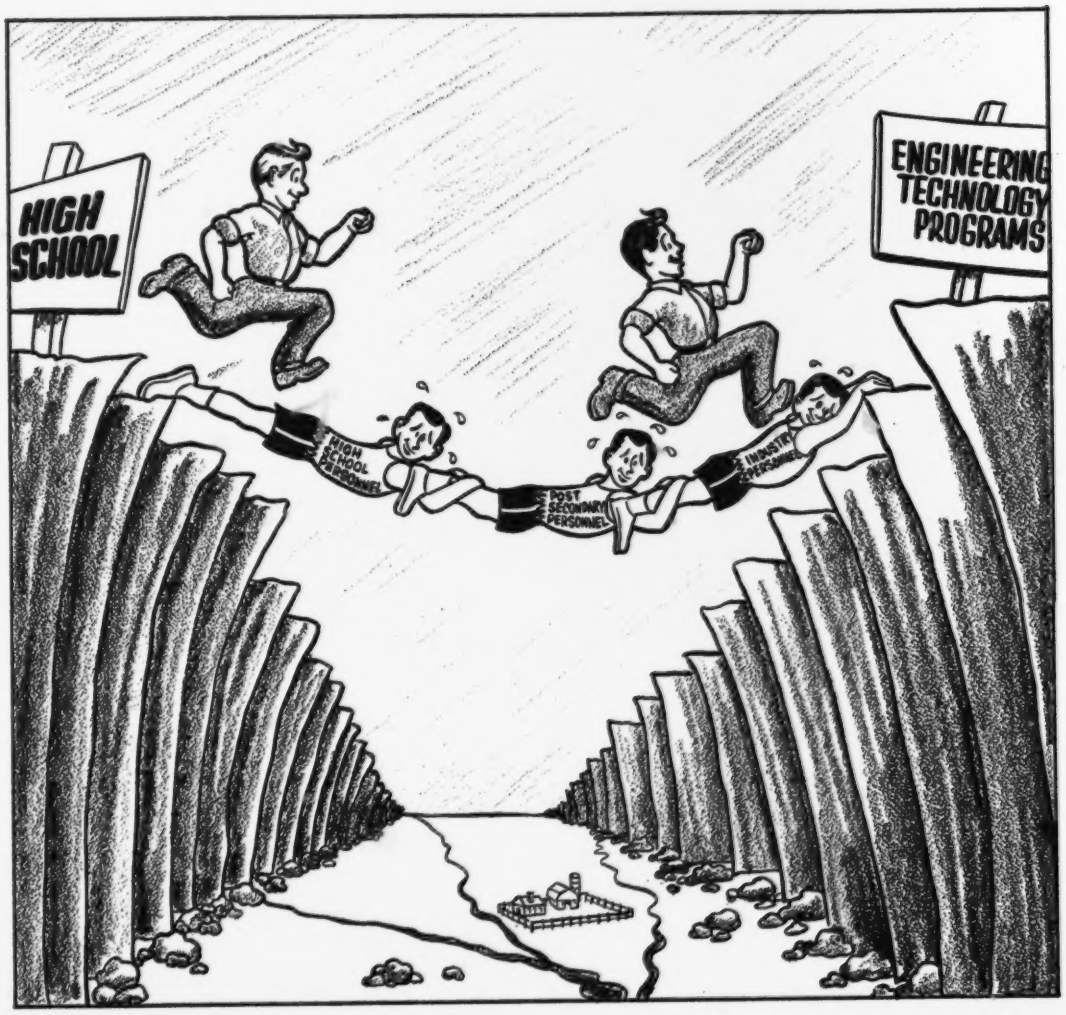
Graduates of the engineering technology curriculums in North Carolina's community college system institutions, it is reported, are stepping into jobs that are not only paying substantial wages but are rewarding in many other ways. In that preparing students for gainful employment is the intent of the curriculums in community colleges and technical institutes, it would seem that this goal is being met and being met most successfully.

Graduates of these more than a dozen engineering technology curriculums are not only finding employment, but as a rule, they have several desirable positions from which to choose. The jobs are apparently available, and the educational programs designed to train people to fill these jobs are most definitely present in the state's community colleges and technical institutes.

The question has been asked: Why are some of these programs not filled to their capacity when there is such an urgent need for graduates of these programs, not only in North Carolina but in the nation?

It seems that so many of the young people of our state are unaware of these educational programs and the bright future to which they lead. So many of our boys and girls are missing career opportunities that would be perfectly suited to them simply because of the lack of information getting to them or even worse because they have received misinformation concerning the work of an engineering technician.

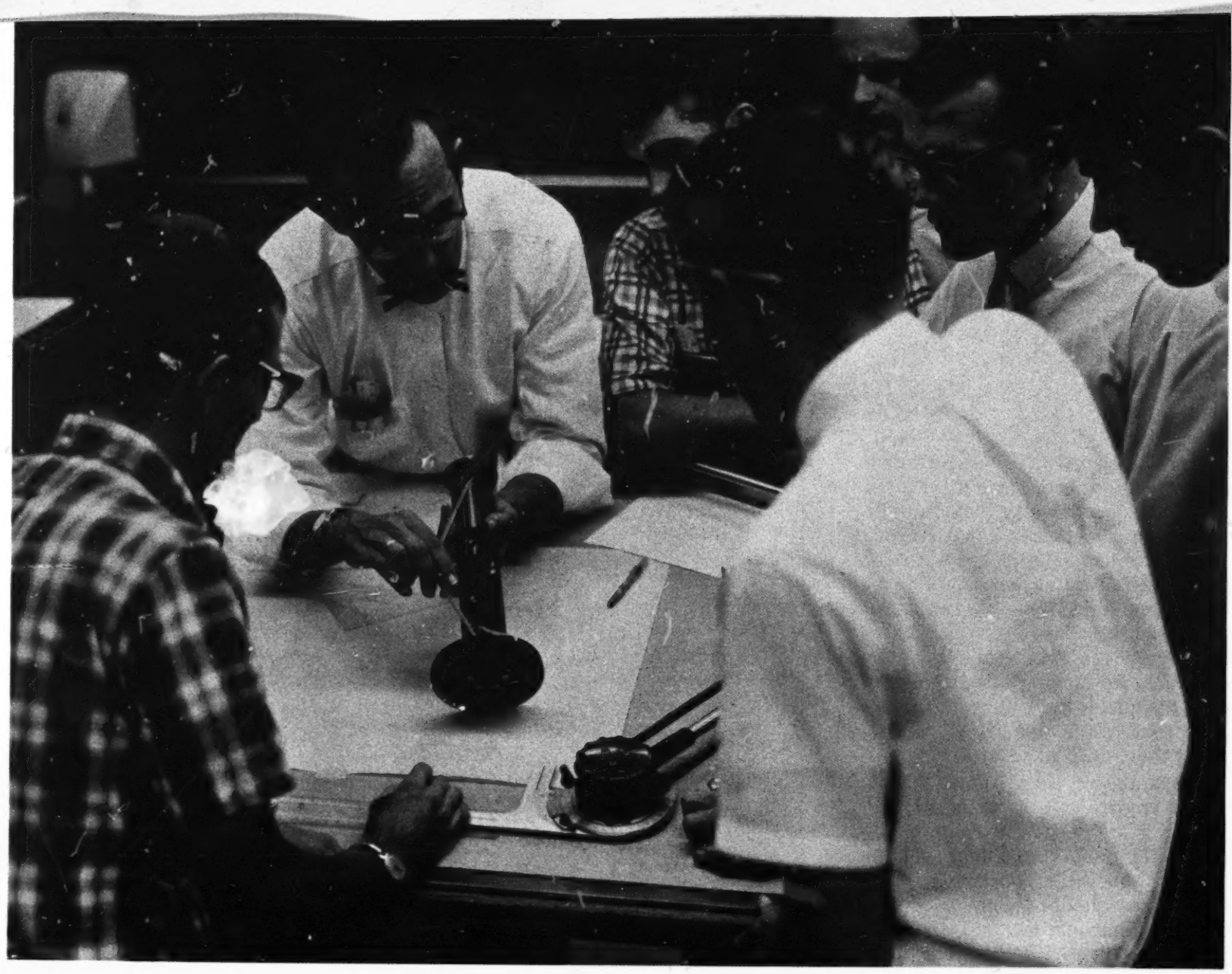
As would be expected, as graduates of the engineering technology programs go out into the world of work and prove their mettle, the word will spread on the success of these programs and the success of those who have graduated from them. But this is not enough. As



one educator has explained, "We should begin to plant this seed of knowledge at the elementary level. We must not only reach the child, but we must reach the parents and educate them as to the assets of a technical education for those young people who are naturally inclined to go in that direction."

Much too often high school students who would make a success in technical education have been guided to the door of a four-year college or university where later they were compelled to exit by the same door that they once entered. In most cases, as they leave, they are accompanied by a sense of failure and a lack of hope for the days ahead. Students who possess the capabilities for a technical education must be reached today, for tomorrow may be too late.

Of course, much of the responsibility for reaching these young North Carolinians lies on the shoulders of the technical institutes and community colleges, but these institutions cannot bear all the burden. Since industry and business are begging for technicians prepared in the engineering technologies, they should join forces with community college system institutions, with the added help of elementary and secondary school personnel, to promote public relations efforts that will bring the boys and girls of the state into these engineering technology programs. This effort must be continuous and it must be cooperative.



Drafting and design technology students attend class at the Technical Institute of Alamance in Burlington.

Technical Institutes, Community Colleges Offer Engineering Technology Programs

Engineering technology has skyrocketed since World War II, bringing with it a tremendous demand for technicians to fill the many jobs created by this boom.

As would be expected, the engineering technician has become a very vital part of the engineering team, which is made up of the scientist, the engineer, the technician and the skilled craftsman.

The technician is not the only member of this important team who is in evident demand. A few years back, the National Science Foundation predicted that the number of scientists, engineers and technicians would increase by a large percentage by 1970, but the demand would still exceed the supply.

In his work the engineering technician assumes much of the responsibility for translating ideas into practical application. He puts the scientist's creativity into action, and he works with the engineer to take a design from idea to planning, and then on to production.

Dr. R. G. Carson, associate dean of engineering at North Carolina State University, says that in industry you may either find the scientist and the technician working together, the engineer and the technician working together or all three working as a team. He further explained that there are some job situations where you may find the technician working alone, such as in manufacturing.

Dr. Carson added that some years back, by and large, the work that is being done by the technician today was done by the engineer or by someone who was trained on the job.

And in some instances, this is still being done today.

Dean Davis, dean of career programs at Central Piedmont Community College, has found that some companies are still hiring engineers in jobs where they could actually use technicians more effectively.

More Time for Engineer

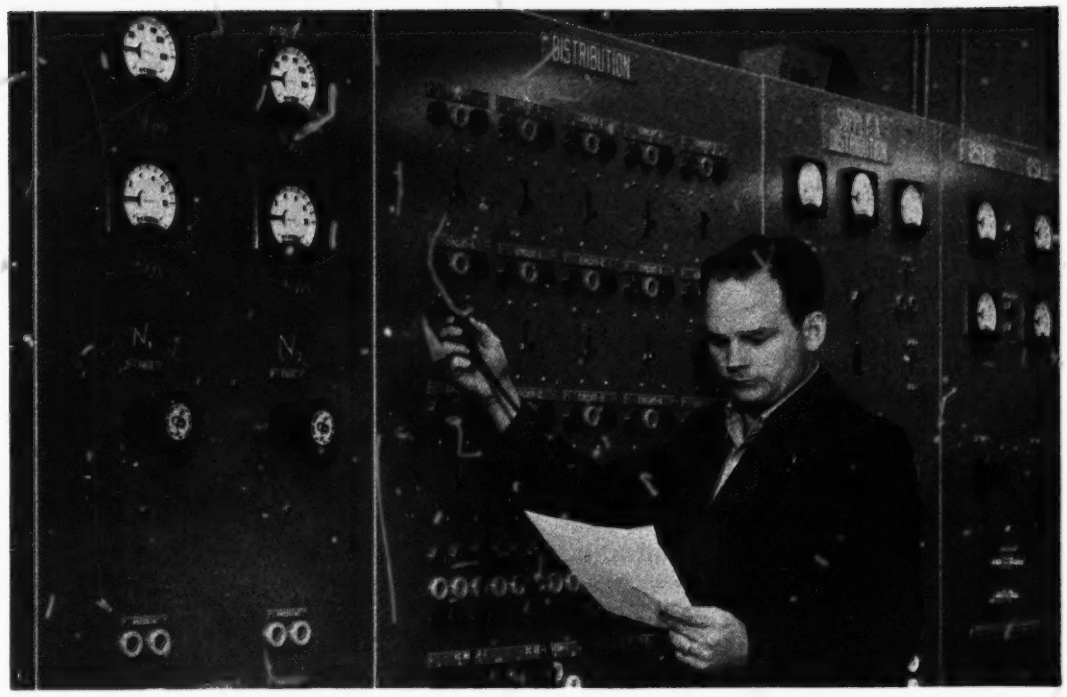
With the technician fitted into the proper slot, performing duties for which he has been trained, the engineer could be released for his more professional work. There are still those industries that apparently have not become fully aware of

the value a trained technician can mean to their companies.

Dr. Donald Harbert, another dean of career programs at Central Piedmont, commented that he has found that the larger companies are recognizing the role of the technician. He said, "There's no trouble selling the big companies."

Willis Parker, dean of occupational education at W. W. Holding Technical Institute, commented that as he views the situation, industry is beginning to recognize and to identify the technician.

As these technicians become more amalgamated into the life of the engineering family, it is expected that their roles will not only be better understood but that their salaries will increase accordingly. As Mr. Parker explained, "They are presently approaching the salary level that the engineer commanded 10 years ago."



W. W. Holding Technical Institute in Wake County, where this photograph was taken, is among the institutions in the community college system that offer electrical engineering technology.

Technician Is Link

One way in which the role of the modern-day technician has been explained is that he is the link between the scientist and engineer and the craftsman. For this reason, the technician must be equipped to communicate effectively with those on both sides of the link, and he must be capable of the responsibilities that arise from this demanding role on the engineering team.

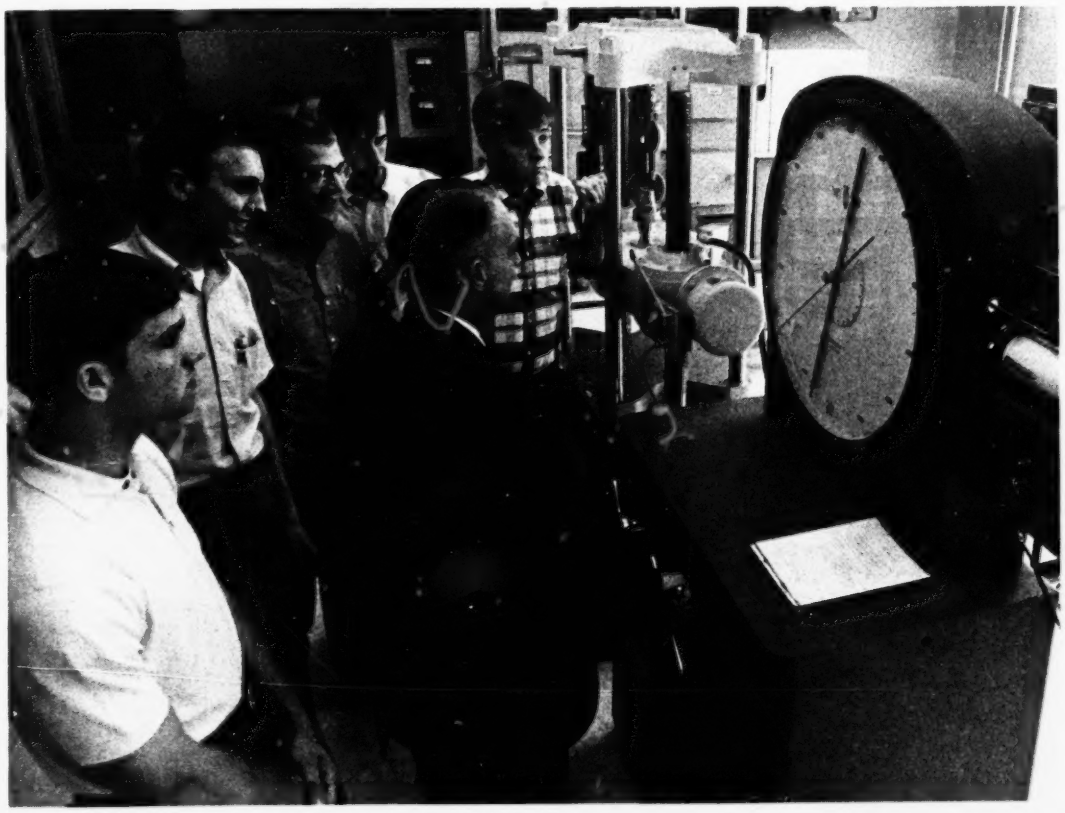
Because of the important part the technician is now playing in the life of the engineering family, and because there are not enough technicians to fill the ever increasing number of available jobs, educational institutions have had to step forward, following the dictates of industry, and educate young men and women for these positions.

In North Carolina there are approximately 80 programs in 15 engineering technology curriculums being offered by 28 of the state's 50 community colleges and technical institutes. These particular programs were non-existent a few short years ago. According to Frank A. Gourley, educational consultant for the engineering technologies, Department of Community Colleges, during the fall quarter of 1967, there were 2,400 students enrolled in these programs.

Engineering technologies offered by community colleges and technical institutes in this state are two years in length, and lead to an associate in applied science degree.

The engineering technology curriculums being offered during the 1968-69 school year include: air conditioning and refrigeration, chemical, civil engineering, architectural, furniture drafting and design, mechanical drafting and design, electromechanical, electrical engineering, electronics engineering, instrumentation, fire and safety engineering, industrial engineering, manufacturing engineering, sanitary engineering and mechanical engineering.

(Continued on next page)



Engineering technology students at Central Piedmont Community College in Charlotte are shown here in the materials testing laboratory with their instructor.

(Continued from page 5)

According to Mr. Gourley, advisory committees, made up of industrial representatives and representatives from education who have been in contact with industry, develop each curriculum, providing guidelines as to what should be taught in each one.

Each curriculum is designed for a general area within the engineering spectrum. Through the educational experiences of a curriculum, the student is prepared for a broad cluster of occupations.

Generally, the instructors for the specialty courses in these programs are engineers who have had experience in industry. This is part of an overall attempt to expose the student to learning experiences which he can use when he takes a job with industry.

Laboratory and shop courses are required. And in addition, many instructors conduct regular field trips or have guest speakers in to talk to their classes on topics pertinent to a particular engineering technology.

The students also study subjects such as mathematics, science and English which are presented in relation to their specialty. And in some institutions, cooperative (co-op) programs are conducted with industry or business.

Accreditation of Programs

Accreditation of engineering technology programs is coming to this state. An accrediting agency—Engineer's Council for Professional Development (ECPD) is presently working with institutions in North Carolina. Fayetteville Technical Institute and Gaston College have programs that have been approved by ECPD.

According to Mr. Gourley, accreditation means that the institution has been found to have a program which at least measures up to the minimum level set by the accrediting agency. Accreditation of a program does not necessarily mean that it is better than that of other institutions or of other programs within the same institution.

Mr. Gourley explained that ECPD accredits only engineering technology programs and accredits by program. All engineering technology programs offered by the institution are not automatically approved.

Well-trained engineering technicians can look forward to exciting careers and, in most cases, attractive starting salaries. They may work for all types of industries as well as in government agencies, construction, consulting firms, research and development, public utilities and transportation.

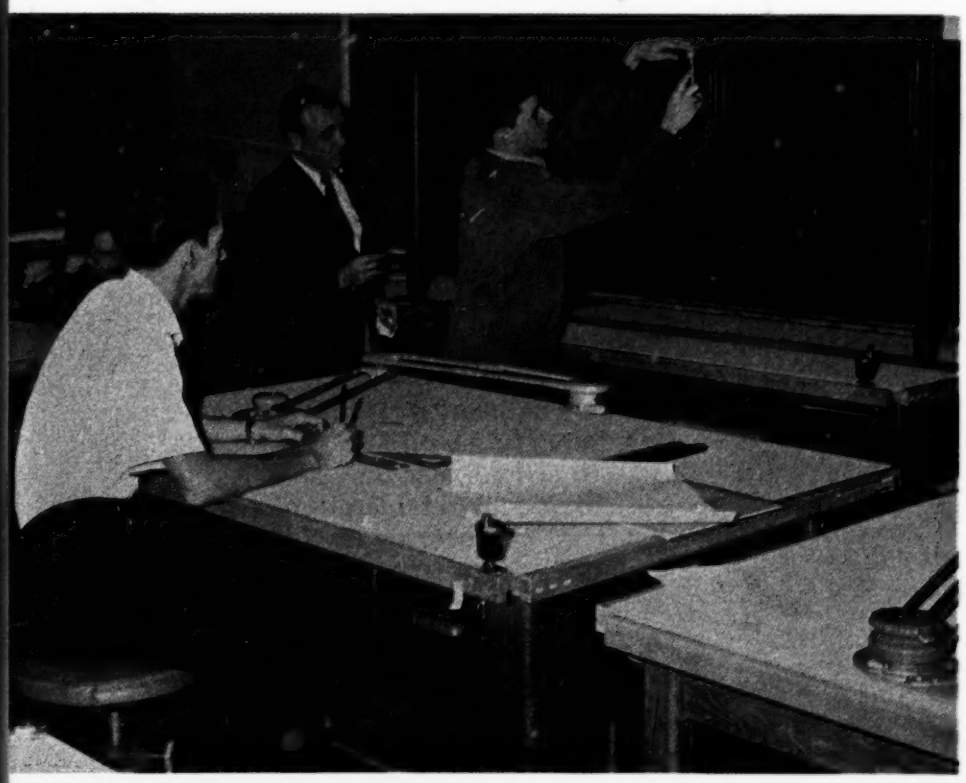
"Engineering technicians are mobile because they are educated for a broad cluster of occupations," reports Mr. Gourley. For example, the civil engineering technician may find employment as a highway engineering technician, surveyor, structural draftsman, estimator, inspector, civil technician or highway designer.

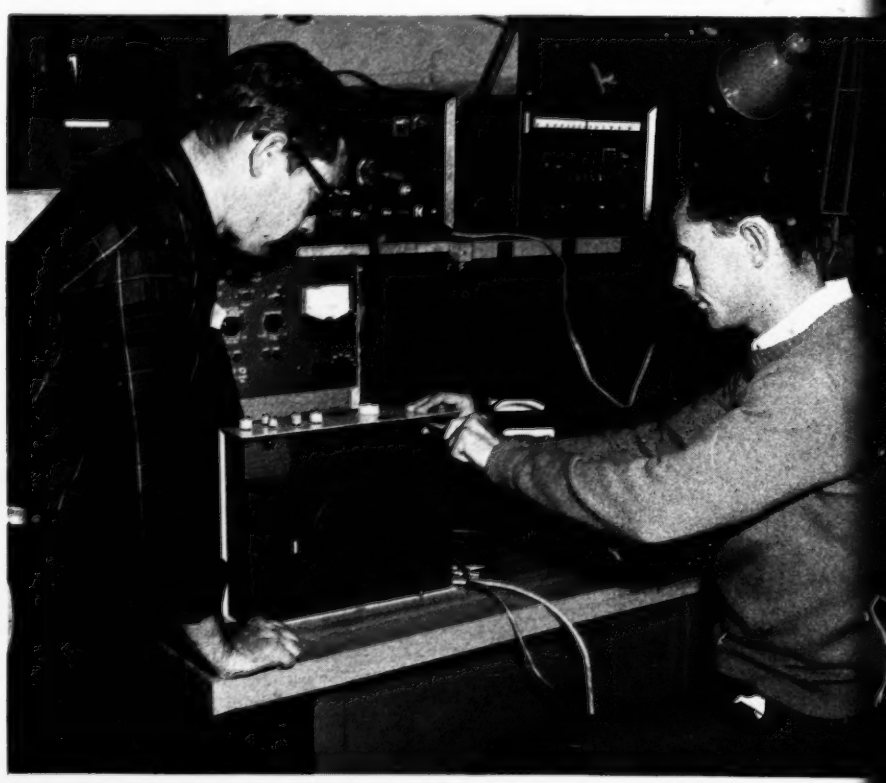
The graduate of the electronics engineering technology program may begin work as an electronics technician, instrument technician, customer engineer, systems tester, communications technician, engineering technician or in one of the many other electronics oriented positions.

Another example is the mechanical drafting and design graduate who may begin work as a mechanical draftsman, estimator, mechanical technician or field representative.

Students Find Employment

Across North Carolina, technicians who are graduating from com-





In the photograph on the left, a furniture drafting and design class is conducted at Catawba Valley Technical Institute in Catawba County. In the photograph on the right are two students who are studying instrumentation technology at Cape Fear Technical Institute in Wilmington.

Electronics engineering technology is a popular program at community colleges and technical institutes across the state. The picture above was taken during an electronics class at Asheville-Buncombe Technical Institute in Asheville. The electronics picture, at the bottom of the page, was taken at Cape Fear Technical Institute in Wilmington.

munity colleges and technical institutes are finding the employment picture to be rosy.

Mr. Gourley explained that top industries are hiring engineering technicians as well as many local or "home owned" industries. Among those industries hiring technicians from North Carolina include Western Electric Corp., International Business Machines, R. J. Reynolds Tobacco Co., North Carolina State Government, Olin Mathieson Chemical Corp., American Enka Corp., Celanese Corp., Southern Bell Telephone and Telegraph Co. and General Electric.

Merrill Hamilton, president of Rowan Technical Institute, says that each of his drafting and design and manufacturing engineering technology graduates could be placed five times. "They are in great demand," he said.

Harvey Haynes, vocational-technical director at Asheville-Buncombe Technical Institute, echoes Mr. Hamilton's remarks. He said, "You just can't supply the demand."

Mr. Haynes further explained that with the technician on the scene industry can get more mileage out of the engineer. He added, "Engineering technology is almost a professional occupation."

In the eastern part of the state, at Cape Fear Technical Institute, M. C. Donahue, director of vocational-technical programs, already sees a great demand for his engineering technology graduates even though none of them have been graduated from his institute. He explained that there has been a phenomenal industrial growth in the Wilmington area in the past few years, and this fact has naturally brought about a great demand for engineering technicians.

Industrial plants have already been inquiring about Cape Fear's engineering technology students concerning future jobs. In fact, some have hired the students before they have had time to complete their courses. However, E. T Satterfield of the technical institute's student personnel division, says, "We try to keep them until they have finished their program."

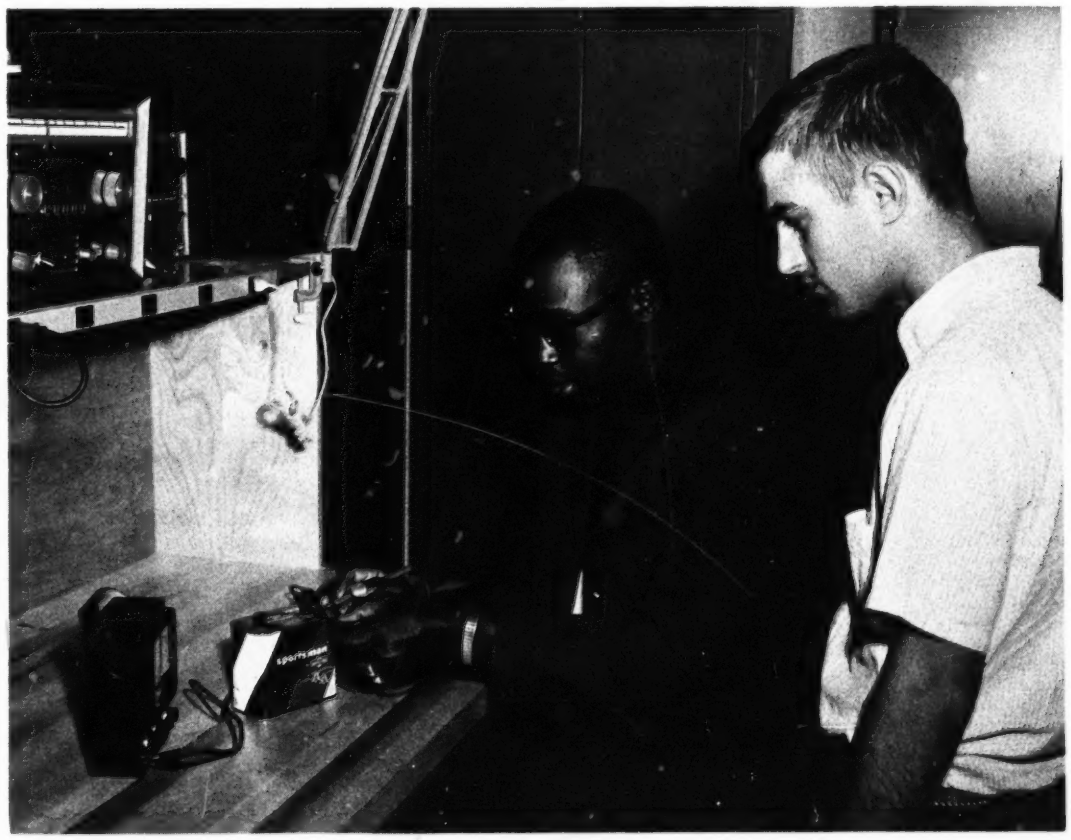
At Central Piedmont Community College, Dean Davis cites cases where engineering technology students "drop out" to accept employment related to their course of study before they are graduated. Mr. Davis asks the question: Can these students be considered dropouts in the true sense of the word? He hopes that after a year or two of work they will return to the college to complete their course of study.

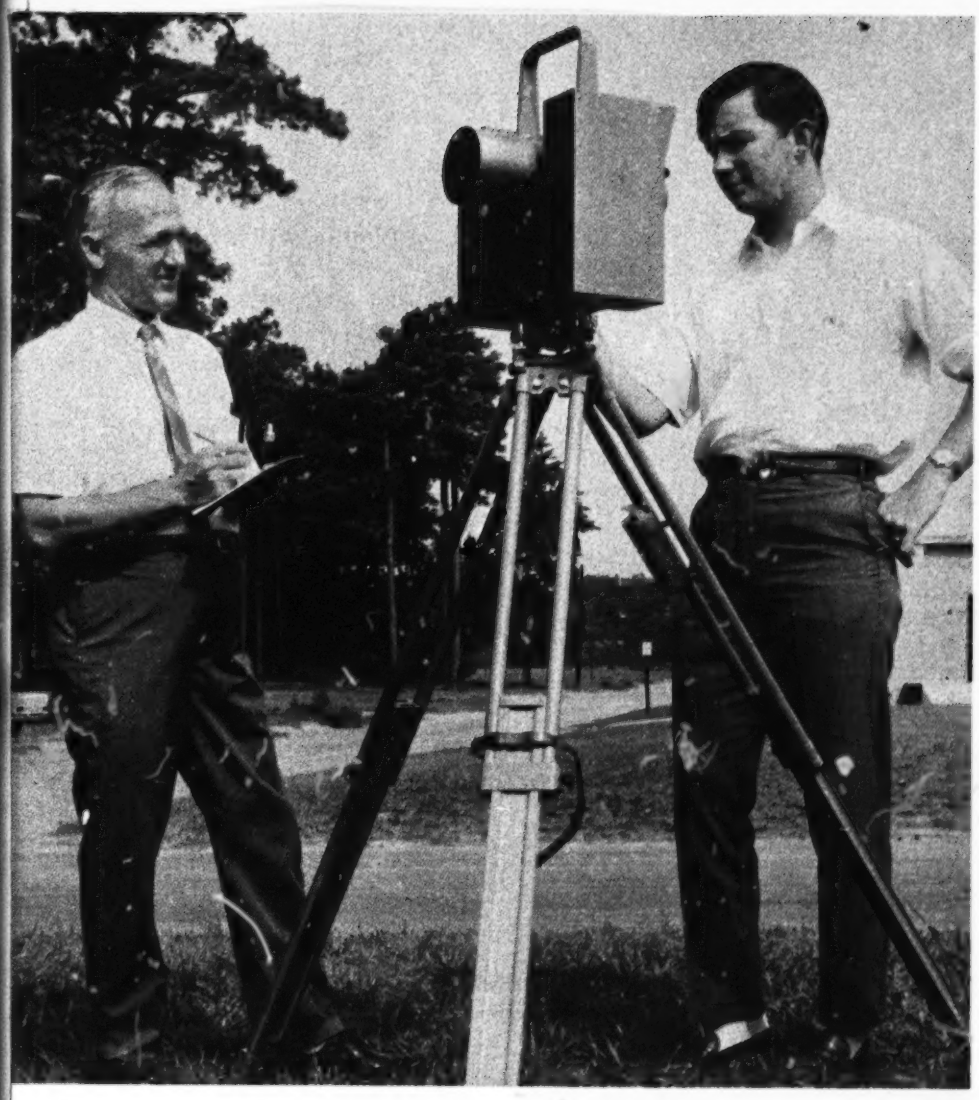
Nationwide Demand

The evidence of nationwide demand for engineering technicians is great. As W. W. Holding's Willis Parker explained, "All you have to do is check the want ads to realize how desperately needed engineering technicians are."

L. H. Cannon, head of Central Piedmont Community College's engineering technology programs, said, "Finding jobs for our graduates is the least of our worries."

(Continued on next page)





Fayetteville Technical Institute is among several schools in the state that offer a program in civil engineering technology. In the photograph on the left, a Fayetteville Tech civil engineering technology student's work is observed by his instructor.

In the right photograph is a student at Wilson Technical Institute in Wilson who is studying air conditioning and refrigeration technology.

(Continued from page 7)

Mr. Cannon recalls that he recently saw an advertisement in a leading North Carolina newspaper inviting technicians to call a particular company collect if they were interested in the firm's offers. "As industry continues to grow, so will the job opportunities," he said.

Central Piedmont's Mr. Cannon has found that young people don't seem to realize the economic opportunities that surround a career in engineering technology. However, he believes that as more graduates of these programs go out into the world of work, the public, through these graduates' achievements, will become increasingly aware of the opportunities available.

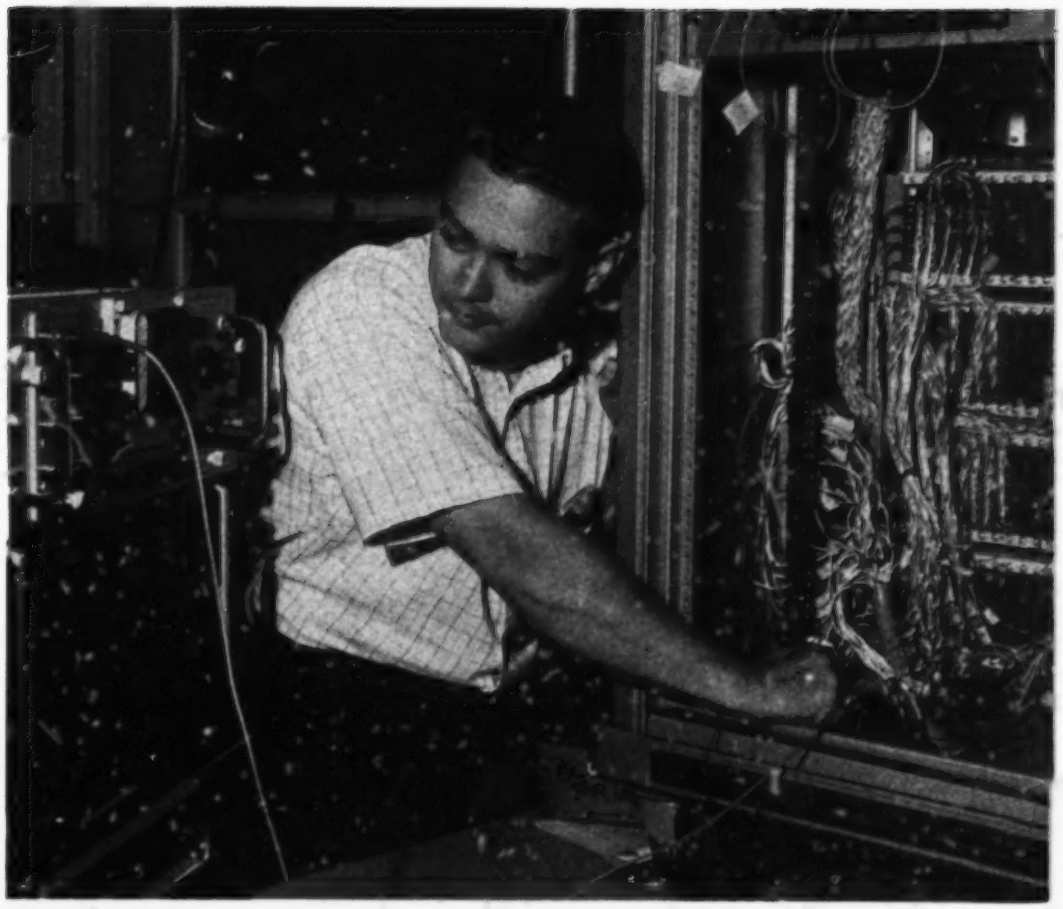
There are vacancies in engineer-

Two young women, in the photograph on the left, who are studying chemical technology at the Technical Institute of Alamance, are instructed by the head of the chemical program at the institute.

ing technology programs in the community colleges and technical institutes that are waiting to be filled by farsighted young Tar Heels who are looking for a bright and prosperous future in fields that are exciting and are called glamorous by many.

In so many instances it is just getting the word to the prospective students early enough in life so that they may have a full understanding of the fields available and may take the courses in high school that will prepare them for the programs.

F. D. Turnage, director of technical-vocational programs at the Technical Institute of Alamance, says that there is a great demand for graduates of the institute's air conditioning and refrigeration technology and chemical technology programs, but he has found that there is a lack of understanding of the programs on the part of the prospective students concerning the skills needed and opportunities available in these areas.



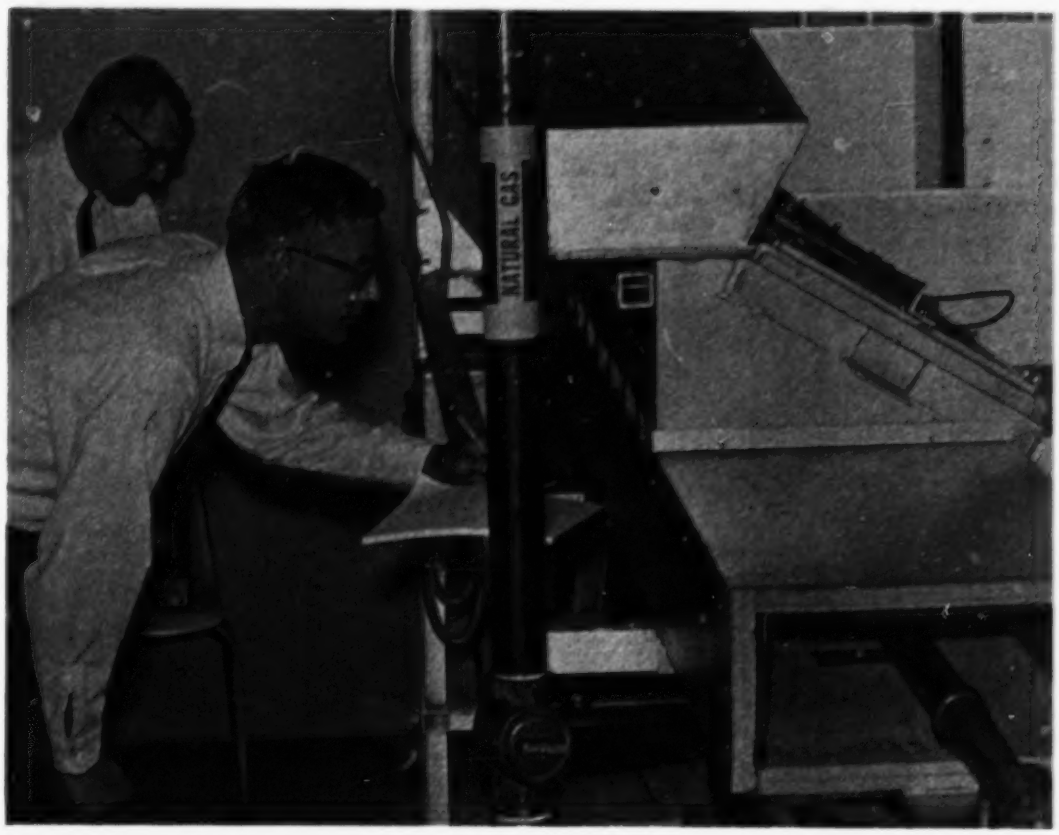
J. Wylie Stansell, electronics technician, checks signal levels on a computer interface in the Digital Computing Center at North Carolina State University's School of Engineering. An associate degree graduate from Gaston Technical Institute (now Gaston College), Mr. Stansell is now working toward a B. S. degree in technical education at NCSU.

An Early Start

Mr. Turnage explained that exposing young people to these occupational areas must start early in their school careers. He said, "There's a need for a vast educational program on what is available. This could start at the elementary level. There's a need to work with the parents to let them know the status of the programs."

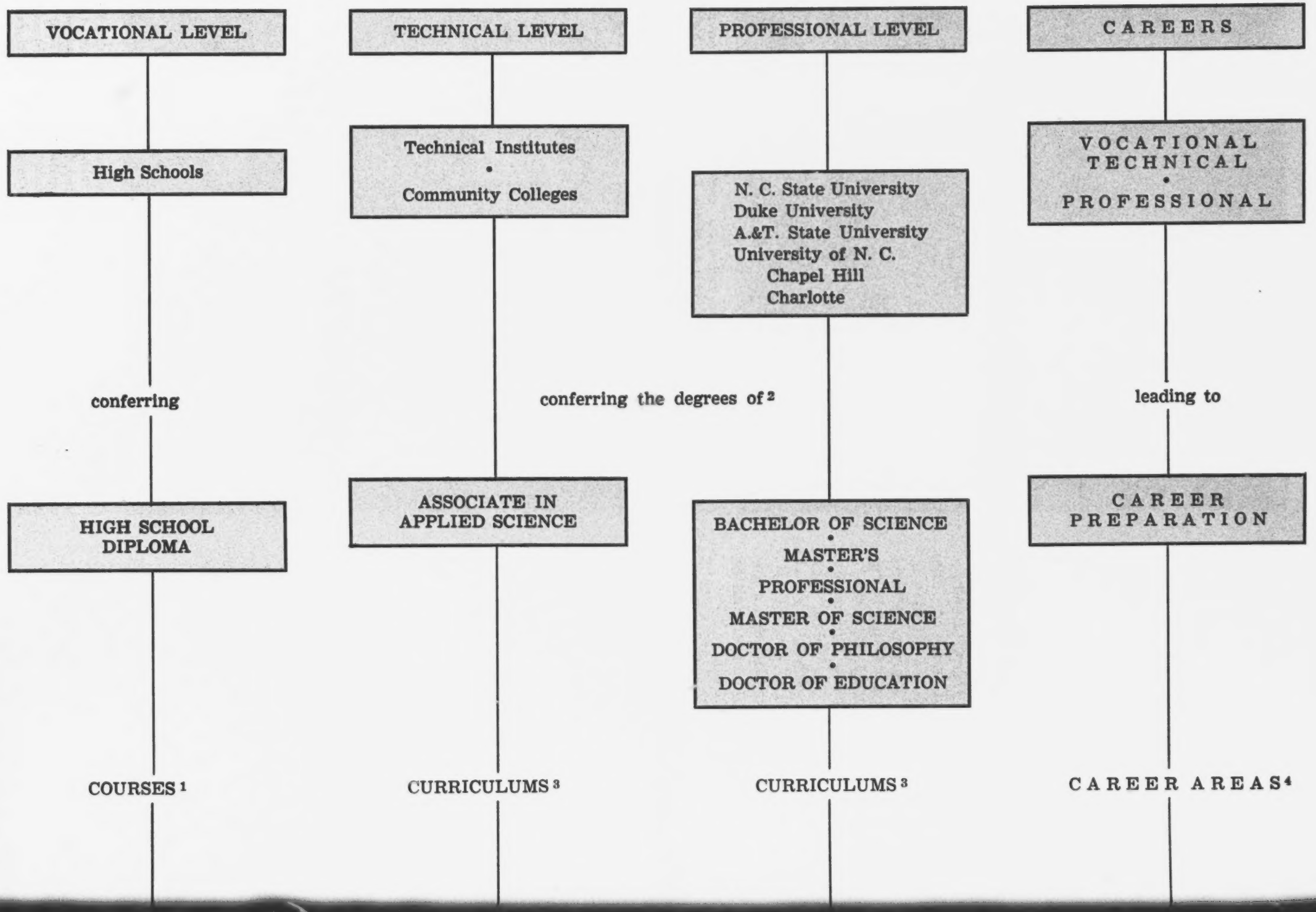
Director Turnage further explained that there are those prospective students who want to enter an engineering technology program, but don't have the educational background to do so. He reported that at his institute those students who show that they have the ability may go into a developmental program where their weaknesses can be strengthened and then, when they are prepared, enter an engineering technology program.

According to Mr. Turnage, the student's deficiency is usually in math. He explained that this is one of the reasons the student should be reached early so that he can complete the courses in high school that will prepare him for the post-high school program of his choice.



A flame spread test furnace (above) was recently purchased by Rowan Technical Institute for the fire and safety engineering technology program. The unit, one of six in the United States and the only one used for instructional purposes, is used to establish flame spread ratings for building materials. Making final adjustments on the unit are Robert Barr, head of the fire and safety program (left) and Larry Obert, project engineer of Fire Instruction Research Enterprises, manufacturer of the unit.

North Carolina Educational Opportunities
For Preparing For Careers In Engineering Oriented Occupations



Introduction to Vocations

Introduction to Industrial Education

Industrial Cooperative Training

Mechanics

Construction

Electricity / Electronics

Metals

Industrial Arts

Air Conditioning and Refrigeration Technology

Architectural Technology

Chemical Technology

Civil Engineering Technology

Electrical Engineering Technology

Electronics Engineering Technology

Electromechanical Technology

Fire and Safety Engineering Technology

Furniture Drafting and Design Technology

Industrial Engineering Technology

Instrumentation Technology

Manufacturing Engineering Technology

Mechanical Drafting and Design Technology

Mechanical Engineering Technology

Sanitary Engineering Technology

Architectural Engineering

Biological and Agricultural Engineering

Biomedical Engineering

Ceramic Engineering

Chemical Engineering

Civil Engineering

Electrical Engineering

Engineering Mechanics

Engineering Operations

Geological Engineering

Industrial Engineering

Mechanical Engineering

Metallurgical Engineering

Nuclear Engineering

Sanitary Engineering

Technical Education

INDUSTRY
Aerospace
Chemical
Construction
Consulting
Electronics
Electrical
Furniture
Machinery
Metals
Manufacturing
Petroleum
Research and Development
Transportation Services
Utilities
Others

GOVERNMENT
Federal
State
Local

EDUCATION
High Schools
Technical Institutes
Community Colleges
Universities
Engineering Extension
Foundations
Industry

1/Not all courses offered by all high schools. Any of these course areas helpful in preparing for engineering oriented occupations.
2/Not all conferred at all institutions.
3/Not all curriculums offered by all institutions.
4/Adapted from Demand for Engineers and Technicians; survey conducted by the Engineering Manpower Commission of Engineers Joint Council.

Prepared by:
Frank A. Gourley, Jr.
Educational Consultant for the Engineering Technologies
Vocational-Technical Division
Department of Community Colleges
State Board of Education
Raleigh, North Carolina 27602
October, 1968

Success Comes to Technical Institu

■ It may or may not be a woman's world, but pretty Linda Ambrosio, an employee of the Chemistry and Life Sciences Laboratory of the Research Triangle Institute, has discovered a world wide open for women who are prepared to be technicians in the field of chemicals.

A graduate of the Technical Institute of Alamance in Burlington, Linda has been working in the laboratory since she completed her studies in February 1965. She studied chemical technology at the technical institute.

"A technician's job is interesting work for a woman," said young Mrs. Ambrosio. And she added, "There's really no heavy work involved, but if there is, there's always a man around to do it."

Linda explained that the chemical technology curriculum, which is offered by several institutions in the community college system, is "excellent" for women who don't want to go to college for as long as four years. "You are prepared for a profession in half the time," she said.

At the Chemistry and Life Sciences Laboratory, Linda's job involves general lab work. In layman's terms, she explained, "We are now trying to find a compound for curing cancer."

Activity within the laboratory's closely interrelated areas of research interest covers "production of new, structurally modified steroids and testing them for hormonal and anti-tumor properties; isolation, identification and synthesis of plant anti-cancer agents; studies on the chemical basis of disease and insect resistance in plants; synthesis and metabolism of new anti-malarial agents; novel approaches to drug metabolism, using modern instrumentation methods; and applications of mass spectrometry to the solution of chemical and biological problems."

Charles S. Fenske, administrative assistant to the director of the Chemistry and Life Sciences Laboratory, is sold on the work Linda is accomplishing at the laboratory. He said, "You just couldn't find a better worker." And he added, "There's a real need for the technician who plays a supporting role to those with a B. S. or higher degree."

Linda, who was financially unable to enter a four-year college following her graduation from Southern Alamance High School, visited the Technical Institute of Alamance, which was in commuting distance of her home, to find out about the different programs the school had to offer. She said, "I was interested in math, but not the kind that was in the data processing program. Then I found out about chemical technology; this appealed

Above left, Charles S. Miller, Jr. visits the Technical Institute of Alamance where he was graduated with honors in electronics engineering technology. Young Miller, who is employed by a large electronics engineering company, is also a graduate of Walter M. Williams High School in Burlington. Photographed with Mr. Miller, who is on the right, are Ray N. Easter, director of student personnel at the technical institute and James Peeples, head of the electronics department. Another graduate of the Technical Institute of Alamance is Linda Woody Ambrosio, who is now employed by the Chemistry and Life Sciences Laboratory of the Research Triangle Institute. Above right, Linda is shown in a laboratory session while she was a student at the technical institute. In the photograph on the far right above, Linda is at work in the Chemistry and Life Sciences Laboratory in Durham.

chnical Institute Graduates

solution of chemical and biological problems."

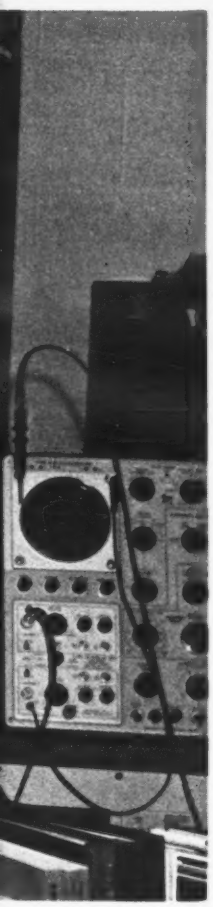
Charles S. Fenske, administrative assistant to the director of the Chemistry and Life Sciences Laboratory, is sold on the work Linda is accomplishing at the laboratory. He said, "You just couldn't find a better worker." And he added, "There's a real need for the technician who plays a supporting role to those with a B. S. or higher degree."

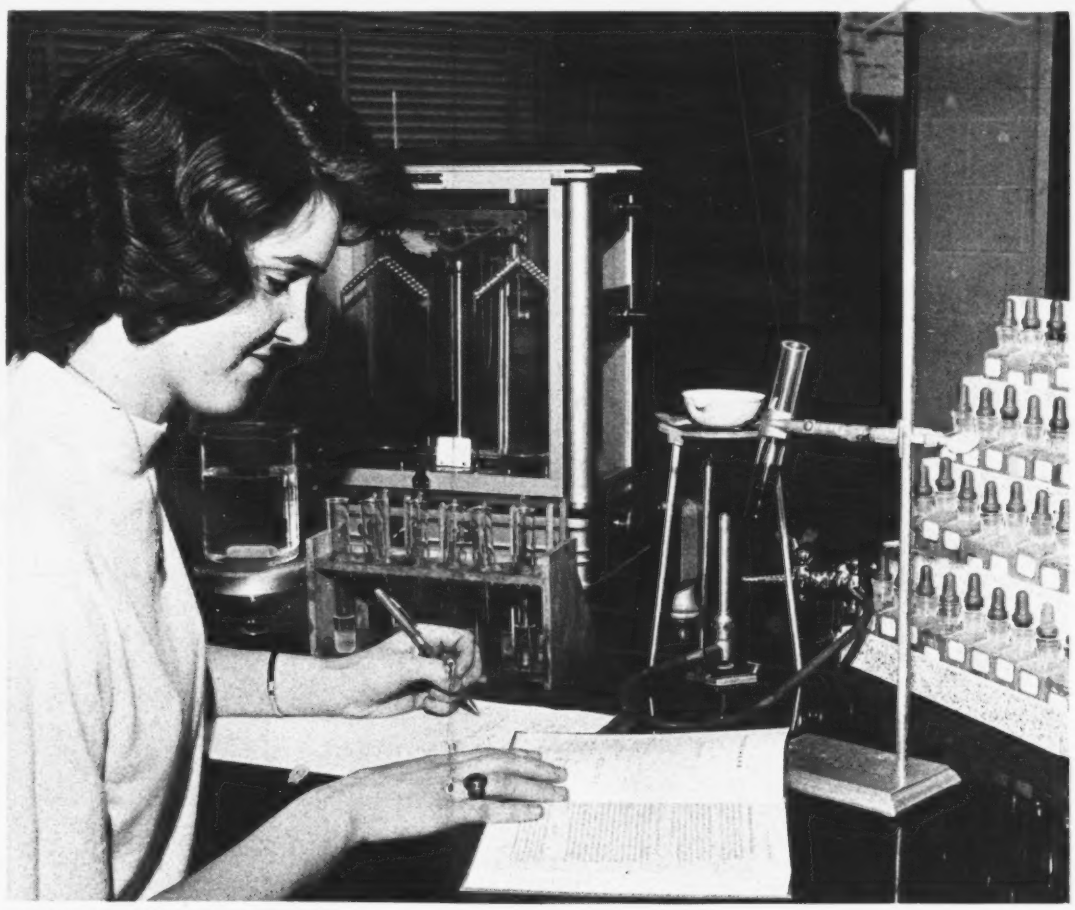
Linda, who was financially unable to enter a four-year college following her graduation from Southern Alamance High School, visited the Technical Institute of Alamance, which was in commuting distance of her home, to find out about the different programs the school had to offer. She said, "I was interested in math, but not the kind that was in the data processing program. Then I found out about chemical technology; this appealed to me."

To be prepared to enter the chemical technology program, Linda suggests that in high school a student should take chemistry and physics. And she added, "A person should take higher math if he can get it. You need to prepare yourself just as if you were going to college."

Linda Ambrosio, who was reared in Snow Camp, is married to a young man she met while studying chemical technology at the technical institute. After graduation both Linda and her husband Tony, a native of Chapel Hill, were employed by the Research Triangle Institute. But Tony decided that he wanted to further his education. He left the lab to enter North Carolina State University, where he is now a junior enrolled in chemical engineering.

Even though he was not given college transfer credit for any of the courses he took at the technical institute, Linda explained that the work at the two-year institution has provided an excellent background for his studies at NCSU.





of the Technical Institute of Alamance is osio, who is now employed by the Chemces Laboratory of the Research Triangle ht, Linda is shown in a laboratory session tudent at the technical institute. In the far right above, Linda is at work in the Sciences Laboratory in Durham.

Attending technical institutes seems to run in the Ambrosios' family. Both Linda and Tony have a brother presently attending North Carolina technical institutes. Linda's brother is studying agricultural technology at Central Carolina Technical Institute in Sanford, and Tony's brother is a data processing student at the Technical Institute of Alamance.

■ Success has found Charles S. Miller, Jr., a graduate of the Technical Institute of Alamance's electronics program. And this fact is made clear in a letter from Charles to Ray Easter, director of student personnel, at the school.

Charles is working for a large electronics company and is presently assigned to a position with the company in Germany.

In his letter to Mr. Easter Charles began, "My life as a hosiery

Graduates

to me."

To be prepared to enter the chemical technology program, Linda suggests that in high school a student should take chemistry and physics. And she added, "A person should take higher math if he can get it. You need to prepare yourself just as if you were going to college."

Linda Ambrosio, who was reared in Snow Camp, is married to a young man she met while studying chemical technology at the technical institute. After graduation both Linda and her husband Tony, a native of Chapel Hill, were employed by the Research Triangle Institute. But Tony decided that he wanted to further his education. He left the lab to enter North Carolina State University, where he is now a junior enrolled in chemical engineering.

Even though he was not given college transfer credit for any of the courses he took at the technical institute, Linda explained that the work at the two-year institution has provided an excellent background for his studies at NCSU.

Attending technical institutes seems to run in the Ambrosios' family. Both Linda and Tony have a brother presently attending North Carolina technical institutes. Linda's brother is studying agricultural technology at Central Carolina Technical Institute in Sanford, and Tony's brother is a data processing student at the Technical Institute of Alamance.

■ Success has found Charles S. Miller, Jr., a graduate of the Technical Institute of Alamance's electronics program. And this fact is made clear in a letter from Charles to Ray Easter, director of student personnel, at the school.

Charles is working for a large electronics company and is presently assigned to a position with the company in Germany.

In his letter to Mr. Easter, Charles began, "My life as a hosiery mill employee was aimless before enrollment at TIA."

At the institute he chose the school's electronics program from which he was graduated with honors. After graduation he selected a large electronics company as his choice of a place to work. It is easy to say "he selected" because Charles, as well as his classmates, had more than one job offer. As he explained in his letter, "Every person in my graduating class had at least three tremendous offers for employment."

At the time the letter was written, Charles reported that he held the position of a field representative. "Base pay for this position is $509 monthly with all expenses paid. The expenses average about $100 weekly; therefore, my monthly income is greater than $900," he said.

In closing the letter to Director Easter, Charles remarked, "Not only was TIA responsible for my interesting employment, but TIA has also given me many happy memories. I am forever grateful for all that has been made possible by the staff."

Cooperative Education Is a Joint Venture

By Frank A. Gourley, Jr.
Educational Consultant for the Engineering Technologies
Vocational-Technical Division
Department of Community Colleges

Relating learning to career and life has become an increasing concern of education as well as society in general.

The purpose of curriculums in the community college system is to provide meaningful learning experiences in preparing individuals for occupations. One of the many programs that is meeting with success in doing this in the community college system is cooperative occupational education. Cooperative occupational education (co-op) is a program which alternates study with supervised work experience in industry or business. It is a joint venture between the educational institution and industry in preparing individuals for responsible positions in the world of work. In addition to assisting industry in filling its needs for trained manpower, the co-op program enables the student to earn while he learns.

Why It's Different

Many students who attend institutions in the community college system are employed; however, a cooperative occupational program is different from regular employment. Several characteristics differentiate a cooperative type program from regular employment. The work experience is planned to be progressive and to be related to the curriculum in which the student is enrolled. Qualified personnel are assigned by the institution to direct the program and to coordinate student jobs with the educational program. The work experience provided by the employer is of a useful and worthwhile nature, and record of this experience is made a part of the permanent academic record of the student.

A successful co-op program is dependent upon a good industrial advisory committee and a good communication link between the persons jointly responsible for the co-op student in the institution and industry. The industrial advisory committee can be helpful to identify the curriculum areas in which a co-op program is most needed, plan the type of program that is most desirable, develop guidelines for its operation, identify openings available to students in companies, plan a recruitment campaign, recruit those already employed for the program and continually review and improve the program.

Different Schedules

There are several schedules that can be used for cooperative type programs of occupational education. Two of the more popular schedules are the alternate quarter and the day-share. The alternate quarter schedule provides for the program of work and education to alternate on a quarterly basis, beginning usually after two or three quarters of study at the institution and continuing until completion of the educational requirements in the institution. The day-share schedule is arranged to allow part-time work and part-time education for the length of the educational program.

The co-op program is structured to attract students with good records. The co-op student should have to maintain average grades to enroll, and he should continue on this level in the co-op program. He is also usually tested prior to entering the curriculum to determine his ability to succeed in the program.

The advantages of cooperative occupational education are numerous and some are intangible. They can best be summarized as follows:

Students are able to apply classroom knowledge to actual work situations and thereby gain greater interest and appreciation for classroom work.

They are able to work with and observe people of varied backgrounds and disciplines, thus enabling them to make a more intelligent selection of their field of interest and their career objectives.

Students mature more rapidly and develop those personal characteristics that are necessary for a successful career.

They learn the value of money and are able to defray a portion of their educational expenses.

Higher Salary

Students gain experience which will command a higher salary upon graduation and the potential to advance more rapidly.

In addition to the advantages enjoyed by the student, the co-op training provides the institution with an opportunity to relate an educational program to job requirements. It provides the employer with carefully selected temporary help, who may become permanent at a later date. And it provides the community with an increased source of well-trained workers.

The practical experience gained by the student in a co-op program makes this a "natural" for operating in the community college system. Among the institutions presently offering curriculums on a co-op basis are W. W. Holding Technical Institute, Gaston College and Western Piedmont Community College.

"Getting to Know You"

Is Song Sung

Across the State

Guidance counselors from Guilford County high schools and junior high schools attended a workshop designed for them at Guilford Technical Institute this past summer. Counselors are shown here visiting an automotive mechanics class at the institute. Thomas L. Breedlove (second from left), chairman of the Automotive Mechanics Department, briefs five counselors on his program. They are C. Dempsey McDaniel of Ferndale Junior High School, High Point; Margaret P. Coltrain of Northeast Junior High School, High Point; Mary Sue Brown of Allen Junior High School, Greensboro; Margaret S. Wright of J. C. Price Junior High School, Greensboro and Judith Lynn Clodfelter of Jamestown Junior High School. On the left is an automotive mechanics student. (See related story on back cover)

Secondary school personnel must have a thorough knowledge of what goes on in the classrooms and laboratories of community colleges and technical institutes. They must understand the full meaning of an open door institution. They must know the scope of programs and courses available so that they can direct students who are suited to this type of education in the right direction.

What is being done in the community college system to familiarize high school guidance counselors, teachers and principals with what a community college system institution really is and what it has to offer? Are these people accepting these still new types of institutions? Are they referring their students to these schools? These are some of the questions that were recently asked and answered by community college and technical institute officials across the state.

Extend Invitations

In an effort to get high school personnel into Fayetteville Technical Institute, William E. Sease, vocational-technical director there, said that the institute has hosted a workshop for 125 guidance counselors at which time they were told what the whole community college system had to offer to the people of North Carolina.

On another occasion, Fayetteville Tech invited high school principals and counselors in small groups into the institute for dinner. Mr. Sease said, "When you get about 12 people in a small group for dinner, they can ask questions. It's these little things that make for an excellent relationship."

Marie Malloy, student personnel director at Robeson Technical Institute, agrees with Mr. Sease on the dinner approach as a means to introduce secondary school personnel to community college system institutions. She said, "The best way to catch them is to feed them."

Mrs. Malloy, who is a former high school counselor, added that she has found there are counselors in her area of the state who simply don't know what Robeson Tech has to offer.

Robert L. Smithers, director of student personnel at Isothermal Community College, has a plan where he spends many hours in the secondary schools in an effort to explain what his college has to offer, not only in terms of curriculums but tuition and financial assistance. This type of information gives them a comprehensive view of all aspects of the college.

Annual Conference

To get even closer to the guidance counselors, an annual confer-

(Continued on next page)

(Continued from page 15)

ence aimed at improving communications for these people is held on the Isothermal campus. Mr. Smithers said, "Our problem seems to be communications."

Mr. Smithers added that he was amazed at the attitude displayed when the college first opened. "It appeared to me that the kids would be knocking down the doors." However, he found this not to be the case. And he further discovered that it takes a considerable length of time to establish an understanding.

At the College of the Albemarle, Benjamin T. Whitfield, director of student personnel, reported that he still finds an amazing amount of misinformation among the guidance counselors. "We are not getting the open door idea over to some of them."

Some More Receptive

Director Whitfield has found that the counselors in the rural areas are more receptive than the counselors in Elizabeth City where the College of the Albemarle is located. He explained this situation exists mostly because Elizabeth City has a heavy white collar population, and these people, by and large, want their children to go to four-year colleges.

J. Paul Bagley, director of student personnel at Western Piedmont Community College, said that his school, basically, has an excellent relationship with secondary school personnel; however, it is difficult for them to accept the concept of the community college system.

"As long as I am talking with them, they seem to know what I am saying. Later the students will feed back information contrary to what I have said." Mr. Bagley, who would like to know how to solve this problem, hopes that Western Piedmont is now directed on the right track. This year this community college was funded through Project Talent money to provide for a full-time field counselor for a one-year period. He will spend his time in western North Carolina high schools, not only talking about Western Piedmont Community College, but spreading the word about the entire community college system. As Mr. Bagley explained, "If we find a boy in western North Carolina who is interested in oceanography, we will send him to Cape Fear Technical Institute."

Pitt Technical Institute's director of student personnel is George S. McRorie who was once a guidance director for the Greenville City Schools. Mr. McRorie, having been on both sides of the fence in a director's position, is acutely aware of the importance of a close relationship between secondary and post-secondary schools. As he most aptly explained, "We would be a dead duck without articulation."

Good Response

Mr. McRorie has gone all out to woo secondary school personnel in an effort to get across to them the community college system concept. He writes personal letters to guidance counselors in some 90 high schools asking for invitations to visit the schools. He said, "I get a good response to the letters."

When the Pitt director makes his visits he takes along faculty members who can spell out specifics to individual students. And in turn, some of the secondary school personnel bring their students to the institute where they can really get a firsthand look at what is going on.

Mr. McRorie admits that the cooperation he is receiving from the high schools today hasn't always been this way. He said, "The first year I got just about nothing." But now that the high school guidance counselors, teachers and principals have become more aware of what Pitt Tech has to offer, they are more and more guiding their students to the institution.

Teachers from Lee and surrounding counties have a good opportunity to get to know Central Carolina Technical Institute while they attend classes on the technical institute campus.

Avron Upchurch, vocational-technical director at CCTI, said that having these people on campus helps to promote the school. The teachers go back to their respective schools and are equipped to answer questions concerning the technical institute that may be asked them by their students.

Cooperative Program

The classes that the public school teachers attend at CCTI are offered in cooperation with East Carolina University. While the technical institute provides the facilities, the university furnishes and pays the instructors' salaries.

These courses for teachers, which are concentrated into a two-week period, are offered because there has been a demand for classes of this kind in the area. Mr. Upchurch said that the teachers approached the technical institute concerning the possibility of offering these courses which are mainly for certificate renewal.

The advantages of these summer courses are many. As Mr. Upchurch explained, "By attending classes at a nearby facility they save time on the road and travel expenses. Most of them have families and often find it impossible to be away from home for any great length of time."

Year-Round Workshops

In addition to these summer classes, Central Carolina also hosts workshops for certificate renewal which are held all year round.

There are some very successful relationships that guidance directors in community college system institutions thrive on. Fayetteville Tech's William Sease encountered one recently. He received a call from a high school counselor concerning a girl who had graduated a few years ago from the counselor's high school. The girl had begun studying nursing at a North Carolina university. Before she completed the program, she was married and returned to the Fayetteville area. She visited her former counselor to inquire where she could find a nearby nursing program. The counselor told her about Fayetteville Tech's associate degree program in nursing which began at the institute this fall, and also told Mr. Sease about the young woman's interest in the program.

"This is the kind of a relationship I like," said Mr. Sease. "When a counselor will pick up a telephone and call you, this is a good sign," he added.

A group of secondary and post-secondary school personnel in Forsyth County got together recently to discuss vocational education. From the left are Leo Morgan, assistant superintendent of the Winston-Salem/Forsyth County Schools; Ray C. Cates, business manager, Forsyth Technical Institute; William F. Snyder, director of occupational education, Forsyth Technical Institute and Robert Crookshank, director of vocational education, Winston-Salem/Forsyth County Schools. (Photo by L. L. Foster)

Steps Are Being Taken To Provide Better Articulation

Across the state, at the grass roots level, secondary and post-secondary educators are beginning to wake up to the urgent need for working together in close cooperation to make available the best possible education for the young people of North Carolina.

Even though there is still a long road ahead, educators are beginning to do more than talk about articulation between the two levels of education. Some are acting.

Representatives from secondary and post-secondary schools, in a few instances, are getting together to share their knowledge and experiences in an effort to eliminate as much duplication as possible in course content at the two levels.

But it must be remembered that this is just a starting point for a relationship that must grow and be continuous.

A. G. Bullard, director of vocational education, Department of Public Instruction, says that vocational-technical education should be planned with the minimum of duplication. And he added, "Curriculums should be planned so that students may move smoothly from one step to another."

Mr. Bullard pointed out that there needs to be more interaction started at the state level. However, he added, "Articulation at the state level will not be enough. It must be at the grass roots level, too."

Credit Agreement

An illustration of a happy union between secondary and post-secondary educators is an education credit agreement between Central Carolina Technical Institute and the Sanford City Board of Education.

This agreement, with certain stipulations, allows students who have taken specified work at Sanford Central High School to be given credit for this work in lieu of taking certain courses at the institute.

Students who have successfully completed the two-year drafting curriculum at Sanford Central High School and have been graduated from the school are permitted to receive five hours credit for a first quarter course in drafting at the technical institute. The students must be recommended by the instructor, and they must make an acceptable score on a proficiency test prepared by CCTI. If there is doubt that students lack ability and desire to do acceptable work, they will not be recommended nor accepted into this agreement.

Before this agreement was signed, the head of the Drafting and Design Technology Department and the director of vocational-technical programs at the technical institute reviewed and analyzed the two-year drafting curriculum in the high school's Vocational Department and conferred with the drafting instructor at the high school.

Machine Shop Area

A similar agreement has been made in the machine shop area. Students who have graduated from Sanford Central High School and have had one or more years of machine tool theory and practice may receive five quarter hours credit in lieu of taking a first quarter machine shop course.

(Continued on next page)

(Continued from page 17)

Another example of cooperation between secondary and post-secondary schools can be found in the Fayetteville area of the state. William E. Sease, vocational-technical director at Fayetteville Technical Institute, assisted the Roseboro-Salemburg High School plan a group of vocational courses in the building trades such as bricklaying and carpentry.

Mr. Sease, who served the high school in an advisory capacity, explained, "We went over the content of the courses to see if there were enough skilled areas, and we also looked at the related areas."

And Mr. Sease foresees that Fayetteville Tech will soon be calling on the secondary schools for advice, also in the building trades. The institute plans to add programs in the building trades as a part of a future expansion.

Director Sease said, "The institute will have to set up an advisory committee with people from the secondary schools represented in order to avoid duplication in courses." And he added, "We will have to get closer to the secondary schools."

Another happy relationship between secondary and post-secondary educators exists in Forsyth County. The Winston-Salem/Forsyth County Schools are anticipating a large addition of vocational courses, and representatives from Forsyth Technical Institute have joined forces, in an advisory capacity, with the school system in course planning.

Robert Crookshank, director of vocational education for the Winston-Salem/Forsyth County Schools, reports that it is anticipated that the expansion will be in the form of a center type operation, offering courses that most people consider to be trade preparatory. But he added, "We will not be limited to that."

Mr. Crookshank, who is enthusiastic about the cooperation with Forsyth Tech, said, "We are not overlapping in our programs now and we don't want to do it."

William F. Snyder, vocational-technical director at Forsyth Tech, said that it is the desire for the two levels of curriculums to complement each other. "We want to avoid duplication," he added.

And Mr. Snyder anticipates, as the planning for the secondary vocational courses gets farther along, that the secondary educators will seek more advice on space, equipment and curriculums. "We feel like we need to cooperate," said Director Snyder.

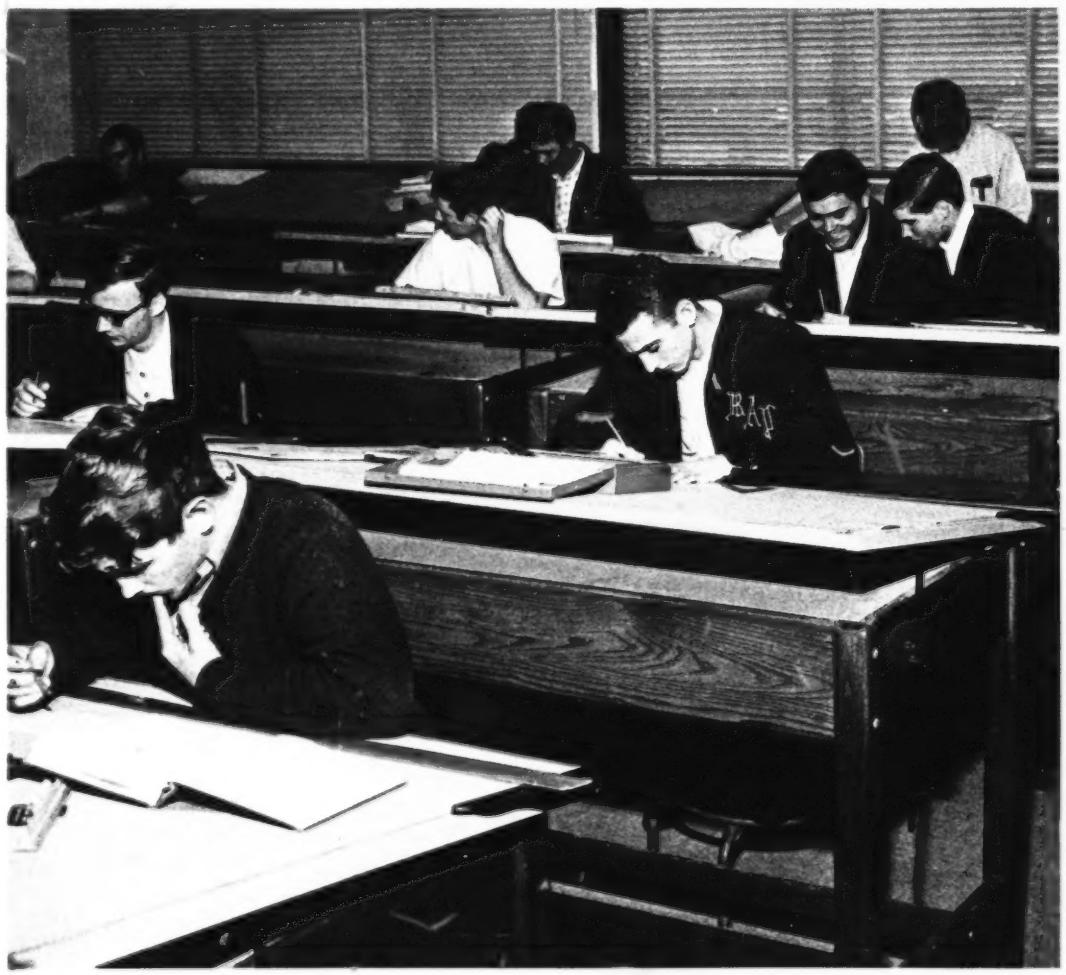
And Mr. Snyder realizes that it will be necessary to make adjustments in some of Forsyth's programs to avoid duplicating courses on the secondary level. He said, "We know that there will be adjustments in our programs such as in our machine shop curriculum."

Business Education

Students studying business education are enjoying a smooth transition from high school to post-high school institutions in that they don't have to repeat course work that they have successfully completed. Fayetteville Tech's William Sease reports, "We have recognized that in typing and shorthand there is no need to repeat. The students are all tested to see where they stand. They start at that point, not repeating what they already have had."

In discussing business programs, Public Instruction's A. G. Bullard pointed out that a student could get a broad business background in high school then go on to a post-secondary school to pursue a specialty such as medical secretary.

In Richmond and Scotland counties, articulation is taking place between secondary schools, Richmond Technical Institute and industry. According to Joseph H. Nanney, vocational-technical director at RTI, representatives from the secondary schools and the technical institute met with people from industry to find out what type of programs should be offered at both levels to assist in preparing people for industrial work in the area. Mr. Nanney said that the first meeting was so beneficial to all concerned that a similar meeting will probably be held by the three groups at a later date.



Students, in the picture above, attend a drafting class at Central Carolina Technical Institute in Sanford. The technical institute and the Sanford City Board of Education have an education credit agreement.

Education Goes On and On For Dropout

Mrs. Betty Dull is shown on class at Forsyth Tech.

Mrs. Hobert (Betty) Dull, who belies the definition of her last name with her innate determination and enthusiasm, is convinced that going to school is "just wonderful."

In fact, she is so thoroughly sold on the values of an education that she said, "I guess I'll go to school the rest of my life."

Mrs. Dull, the mother of two children, second and fourth graders, has not always thought about school in the way she does today. When she was attending high school some 18 years ago, she was not entirely sold on the idea. Now the tables have turned.

A high school dropout, Betty Dull has recently completed an adult high school program administered by Forsyth Technical Institute. She was subsequently awarded a diploma by the Winston-Salem/Forsyth County Schools.

According to O. M. Blake, director of evening programs at Forsyth Tech, the purpose of the adult high school diploma program is to provide the necessary instruction which will enable the adult student to complete the requirements for an adult high school diploma.

To be enrolled in this program, persons must be 18 years of age or older, and the regular high school class with which they would normally graduate must have been graduated. Each enrollee must have completed the eighth grade or a higher grade in an accredited school, or he must have completed the eighth grade level in the adult basic education program conducted by the Department of Community Colleges.

Betty Dull terminated her high school studies in the middle of her junior year due to personal reasons. The oldest of six children, she was needed at home to do the household chores. She said, "I tried to go to school, do the housework and study late at night, but this did not work out."

As the years rolled by, after her marriage, Mrs. Dull began thinking about finishing her high school work, but she wasn't exactly sure how this could be accomplished until one day her children's school principal told her about the adult high school program administered by Forsyth Tech.

She wasted no time in investigating the program and was soon enrolled in the night classes held at the technical institute. In addition to attending classes four nights a week for a year, the Lewisville housewife took high school extension courses from the University of Nebraska in order to speed up her project.

At Forsyth Tech, Betty Dull took courses in English, psychology, history, health, bookkeeping and general science. Her grades were in the top 90's.

And now, as a result of her high school diploma, coupled with her determination, a childhood dream is coming true for Mrs. Dull. She said, "When I was a youngster, my ambition was to become a nurse." And this dream will soon be a reality. She began studying practical nursing at Forsyth Tech this fall. And as she goes to class, she wears a watch that was given to her by her husband, an employee of Hanes Hosiery, for a graduation gift. She said, "My husband said if I was going to be a nurse, I would need a watch—one with a second hand."

Going to school will not end for Mrs. Dull when she completes her practical nursing program. She intends to go to Forsyth Tech for art classes, and from there, more than likely, other doors will open to her.

Betty Dull says unequivocally, "There's no excuse for anyone not to have an education today." And in her quest to help others, she has spread the word about North Carolina's adult high school program. Among her converts is a neighbor, a mother of seven children, who like Betty dropped out of school many years ago.

High School Students Learn About Post-Secondary Education

By Ward R. Robinson, Associate State Supervisor
Introduction to Vocations, Department of Public Instruction

Students across the state who are enrolled in Introduction to Vocations courses are visiting community colleges and technical institutes in their respective areas where they are finding out about the educational opportunities after high school that are right on their doorsteps.

Earlier this year South Lenoir High School's Introduction to Vocations students toured Lenoir County Community College where they visited classes in cosmetology, business administration, court reporting, welding, automotive mechanics, heating, air conditioning and refrigeration, radio and television servicing and machines.

One of the students, a ninth grader named Judy Davis, remarked, "I liked the trip to the community college because it showed me the different types of job opportunities that will be available to me. I plan to take the cosmetology course of study."

Another tour in another part of the state was conducted by Robert Paap, president of Catawba Valley Technical Institute, who guided 90 Introduction to Vocations students from Hudson High School through his institute. President Paap was assisted by a number of his staff who could inform the students on the various aspects of the overall program.

These are just two examples of the many visits that are made by Introduction to Vocations students to community college system institutions each school year.

In a recent report by the state supervisor of Introduction to Vocations for the Governor's Sub-Committee studying Introduction to Vocations, two points were made that are most appropriate for anticipated advancement in the articulation processes for students between the high school and the community college system relative to occupational opportunities.

The report stated: "Introduction to Vocations teachers are becoming more vocationally minded and are displaying a broader perspective of the total vocational program. Teachers are becoming more aware of the post-secondary training opportunities in North Carolina and are acquainting students with these opportunities."

The Introduction to Vocations course objectives and goals have built into them the demand for providing students with opportunities to explore the world of work. The occupational training opportunities provided by the comprehensive community colleges provide one of the post-high school areas which students of Introduction to Vocations may consider for post-high school training.

The Introduction to Vocations course objectives are: 1. to help students learn to appraise their own interests, aptitudes, personalities, and skills in relation to a variety of vocational opportunities; 2. to help students gain a first-hand knowledge, understanding, and appreciation of the changing employment patterns and opportunities in the North Carolina and national world of work; 3. to help students understand the basic processes of production, processing, and distribution in the American work economy and the importance of human relations and ingenuity in these processes; and 4. to acquaint students with the major occupational fields including economic structure, organizational structure, specializations, relationships to other occupational areas, kinds of work involved, and educational and other training requirements.

The fourth objective offers every reason and opportunity for articulation to be initiated between the high school and the post-high school institutions of our state. The units of instruction that help meet the course objectives provide an even greater emphasis for bridging the gap between our secondary schools and post-high school programs. The curriculums available in the area institutions specifically provide training opportunities that apply to Introduction to Vocations units of instruction three through six which are Exploring Manual and Mechanical Occupations; Exploring Clerical, Sales, and Service Occupations; Exploring Professional, Technical, and Managerial Occupations; and Evaluating and Planning Ahead.

Introduction to Vocations

Year	Number Schools	Total Number Teachers*	Number Students
1963-64	45	45	2,410
1964-65	92	98	4,715
1965-66	208	210	13,377
1966-67	229	223	15,906
1967-68	237	228	16,001

*Number includes both full-time teachers as well as those teaching one period per day.

Exploratory Experiences

The overall pattern for the Introduction to Vocations program is designed to include exploratory experiences necessary to acquaint students with post-high school programs. This naturally includes emphasis on the community college system programs as a part of the post-high school plan.

The potential for articulation by

the Introduction to Vocations program can be measured by the steady growth and expansion it has made since 1963.

The chart on page 20 shows the expansion of the program in terms of the number of participating schools, the number of teachers, and the number of students enrolled.

Tours of Institutes

The importance of articulation for Introduction to Vocations high school students relative to occupational opportunities in the technical institutes was an original thought among those who first initiated the program in North Carolina. Some of the first workshop personnel and a number of consultants were experienced in technical institute programs, and several have been previously employed in the institutes. The first workshop in the summer of 1963 provided a planned tour of Wilson County Technical Institute and the Technical Institute of Alamance. The purpose was to provide teachers with knowledge about the technical institutes and acquaint teachers with the occupational offerings of which both teachers and students should be aware. Concerned educators recognized an apparent vacuum that often existed in communications occurring between the secondary school students and the technical institutes.

Opportunities for students to aid in the articulation process occurred, incidentally, during the earlier years of the technical institutes while eleventh and twelfth grade high school students were enrolled in institute programs. However, in 1965 the high school students were no longer allowed to enroll in institute programs. The opportunities for ninth and tenth grade students to learn about technical institute programs for eleventh and twelfth graders no longer occurred.

The **Curriculum Guide** used by Introduction to Vocations teachers suggests that teachers make written, personal, and verbal contact with the Department of Community College institutions, secure catalogs and course offering brochures, make teacher-student group and directed individual student visitations to the institutions, especially those nearby, and secure institutional representatives to address their Introduction to Vocations classes.

The Introduction to Vocations staff has, from the beginning, recognized the importance of improving articulation between high school students and the Department of Community Colleges. The staff members have secured various publications from their office for distribution to the Introduction to Vocations teachers. The 1967 and 1968 issues of the **Counselor's Guide** for the North Carolina Department of Community Colleges was given to the Introduction to Vocations teachers to keep them abreast of the additions and changes occurring in the institutions. **The Open Door,** the department's quarterly journal, is mailed to each teacher. The March 1968 edition of **The Comprehensive Community College System in North Carolina** is currently being distributed to Introduction to Vocations teachers.

As a means of helping to bridge the articulation gap, the Introduction to Vocations staff schedules the majority of the area group meetings in these post-high school institutions. Principals and guidance personnel from the high schools having Introduction to Vocations teachers are invited to these meetings. To develop a familiarity on the part of teachers with the community college institutions, the two certification courses required of Introduction to Vocations teachers are often taught in their available facilities.

In contrast to the preceding comments about articulation between Introductions to Vocations students and the Department of Community Colleges, we should recognize efforts exerted on the part of their personnel toward accepting their shares of articulation responsibilities. To the knowledge of Introduction to Vocations teachers, staff, etc., the various institutions have provided local school administrators, principals, guidance counselors, teachers, students and parents with necessary information about curriculum offerings. This includes institution personnel visitations to the school, showing of institutional films, personal student and family contacts, invitations and guided tours in the institutions, as well as "open house" for the public.

Catawba Valley Technical Institute President Robert Paap welcomes a group of "Introduction to Vocations" students to the institute campus. The group attends Hudson High School.

With the growth of Introduction to Vocations, there is a real opportunity for junior and senior high school students to be better informed about the occupational offerings available in community colleges and technical institutes. Teachers have had, and will continue to have, a key role in acquainting students with the high school requirements necessary for their enrollment in these post-high school curriculums. Beginning at the ninth grade level there is adequate time for the student to plan to take appropriate prerequisites for community college programs.

(Continued on page 23)

Program in Distributive Education Provides Base for Advanced Training

By Carl D. Whitehurst
Associate State Supervisor
Distributive Education
Department of Public Instruction

Where will management look for qualified employees tomorrow? Today? Will "off the street" variety be acceptable? Recent and pending federal vocational education bills strongly suggest answers to these questions.

No longer can a person find employment on the basis that he is of legal age to work. He must possess skills, attitudes and knowledge which can be obtained only by education. The field of distribution and marketing is no exception. Careers in merchandising, advertising, sales, fashion, banking, real estate, insurance, wholesaling, etc., require competencies of increasing complexity. Management of business today is highly complicated and competitive. Without exceptional ability, high degree of motivating and excellent training, management and employees of distributive businesses do not succeed.

Because more than 38 percent of the employed people in North Carolina are engaged in distribution, marketing and services, distributive education has and must continue to expand its program to meet the needs of this growing segment of our society.

On the secondary school level, distributive education is designed to attract and prepare young people for entry level jobs, for advancement and in some cases, to management positions in distributive and marketing firms. Over 10,000 students were enrolled in this program during the 1967-68 school year. Most of these students, upon graduation from high school, will go immediately into full-time jobs. Others, approximately 25 percent, will continue their education in post-secondary schools and colleges for further training in business. The majority of these will take business administration in four-year colleges. Some will prepare for professional careers as teachers of distributive education.

Introduction to Careers

In the high school program, students are introduced to the many career opportunities in distribution and marketing through the introductory course, *Careers in Distribution,* on the tenth grade level. This course also develops the social and basic skill competencies essential for initial employment so that when the student enters the regular cooperative program in his junior year, he will be employable. This is necessary in the cooperative program and is desirable in the preparatory program.

A North Carolina high school student is shown working in the men's department of a clothing store. The young man is engaged in a distributive education program.

Students of all ability levels are accepted into the regular program if they have an interest in and aptitude for careers in distribution.

Though specialization has been advocated in the post-secondary level by many vocational educators, experience with specialized courses on the high school level in North Carolina suggests that they are appropriate at that level, too. For example, courses in fashion merchandising, advertising, and commercial art have attracted many students who have done extremely well in these specialized courses.

Many of the outstanding high school students in distributive education are encouraged to pursue advanced training in post-secondary institutions, particularly those who have managerial potential. In an effort to stimulate more students to enroll in post-secondary schools which offer business administration, representatives from these institutions have been invited to speak to the high school youth club, DECA, as well as to classes. Students are introduced to course offerings of post-secondary schools through career units in the junior and senior classes. In several instances, students have received scholarships to the local post-secondary school.

Base for Advance Training

Since the high school program in distributive education provides an excellent base for advanced training in distribution and marketing and since most of the better students are enrolling in the high school program, many of these students should enter post-secondary institutions.

It is believed that far more high school graduates who enrolled in distributive education in the secondary school would continue training at the post-high school level if further consideration were given to some of the following ideas:

1. Distributive education ought to be identifiable as a subject area in which these students could continue in their occupational area or it should be identified as distribution and marketing. At present, subjects listed under the broad heading of business administration are not readily identifiable as a continuing program in the post-secondary schools.

2. More specialized courses in the occupational area of distribution

(Continued on next page)

High School Students Learn About Post-Secondary Education

(Continued from page 21)

Without a well-coordinated and planned articulation program and adequate communications, the possibility of desired success is doubtful.

If Introduction to Vocations teachers cannot provide specific subject requirement information, advice can be secured either by the teachers or by the students from the respective institution. There need not be a vacuum which continues to breed ignorance about occupational opportunities in the Department of Community Colleges.

Ways to Articulate

The Introduction to Vocations teachers have a number of things they can do to assist in articulation. With the assistance of the local administrator, principal, guidance counselor and faculty, this can be accomplished by the teacher's efforts in 1. arranging tours for students and others during the school day and after school hours; 2. request catalogs and brochures from the institutions and use them in the instructional programs; 3. request personnel from the institution to visit Introduction to Vocations classes to acquaint students with the school's offerings; 4. secure information from the institutions relative to available scholarships provided in the school for the different areas of instruction.

Also, 5. assign research studies to students concerning institutional offerings—either those in which the student is personally interested or for report purposes to the class; 6. attend institution functions, open houses, demonstrations, etc., and encourage and assist students in attending; 7. find ways to serve on institution councils and committees (volunteer or ask to serve on these); 8. the teacher may conduct or teach some special class in the institution; 9. coordinate and exchange knowledge with the principal, faculty, and guidance counselor concerning institution information; 10. secure a former successful community college student to talk with Introduction to Vocations classes; 11. request the institution to place the Introduction to Vocations teacher on the mailing list for brochures, announcements, etc.; and 12, have an institution representative on the teacher's consulting committee.

Involvement of the teacher into the community college programs can initiate involvement of students and improve, because of the knowledge of the teachers and students, articulation between the secondary schools and community colleges and technical institutes.

Distributive Education

(Continued from page 22)

and marketing in the post-high school program would attract additional enrollment. By this time, most of those students who have had distributive education have established fairly definite career objectives and want specialized education in their chosen field.

3. Cooperative work experience arrangements in either general or specialized areas would improve the program of preparation for employment and it would be far more attractive to many capable students. The financial value of working is also important to many students, but this should be secondary to the educational experience.

Teacher Education

Teacher education in distributive education is offered at the University of North Carolina at Chapel Hill and East Carolina University. However, only secondary school distributive education teachers enroll in the professional courses offered. If teachers of both secondary and post-secondary programs were encouraged to take graduate courses at these teacher education centers, better understanding and improved articulation should result.

Though the organization structure of the Department of Community Colleges and the Department of Public Instruction is different, joint planning of program continuity by representatives of both departments who are concerned with distributive education is suggested as another means of better articulation between secondary and post-secondary programs in distributive education.

We Congratulate

(Continued from back cover)

This is one way in which I feel the junior high school counselors in this institute (workshop) gained. They are in a better position to help the students become more knowledgeable about what is involved in preparing in high school for these technical curriculums without having at that time to make specific plans."

Mrs. Mary W. Lane of Ragsdale High School in Jamestown commented, "I believe we must somehow make parents and students realize that technical and vocational courses have much to offer. In some way we must dispel the idea that a college education is a must. For many of our students, success and security can be found in careers in such fields as welding, machine shop and sheet metal."

And Mrs. Lane added, "I am 'sold' on Guilford Technical Institute, and I feel it meets a definite need for many of our students. The school seems to be eager to offer the people of Guilford County those technical and vocational courses for which there is an adequate demand. Our big task is to 'sell' the program to the citizens of the county."

Better Prepared

"I feel the workshop experience that I have had this summer will enable me to do a better job in acquainting my students with post-secondary training and educational opportunities," said Mrs. Margaret S. Wright of J. C. Price Junior High School in Greensboro.

Mrs. Wright added, "Because many of my students will not attend a four-year college, I will be able to give them more information about Guilford Technical Institute, a facility here in their community. I also intend to pass on information about the technical institute to any of my former students who seem to need it. Because of my involvement with the technical institute this summer, I have a more positive attitude toward the school and what it is doing."

We Congratulate . . .
Guilford Technical Institute for Its Successful Workshop

(EDITOR'S NOTE: Congratulations to Guilford Technical Institute for its outstanding summer workshop which was held for guidance counselors in Guilford County. The reactions of the people attending the workshop will most certainly be valuable, not only to the technical institute, but to other schools in the community college system. This is the fourth in a series of "We Congratulate" articles which will appear in **The Open Door.**)

"A new world was there—a world I should have known long ago," said Mrs. Sue Brown, guidance counselor at Allen Junior High School in Greensboro, after she and 12 other counselors and an assistant high school principal attended the four-week workshop at Guilford Technical Institute.

The workshop, held for counselors in the Guilford Tech area of the state, was designed to present a comprehensive picture, not only of the technical institute but of the community college system as a whole.

Mrs. Brown, whose sentiments were similarly expressed by fellow participants, continued, "I know that I have had students who wanted to go into the vocational world, but I was limited in helping them."

Now, as a result of the workshop, her limitations have diminished considerably.

Mrs. Brown and her colleagues can go back to their respective schools and tell their students just what is available to them in community colleges and technical institutes, not only in Guilford County but across the state.

The Guilford Technical Institute workshop is surely a step in the right direction to bring counselors and other school personnel in close contact with the community college system.

The school personnel who attended the sessions lived and breathed the community college system for nearly a month. According to workshop coordinators, the counselors attended lectures in the classrooms, participated in lab sessions and talked with Guilford Tech students.

One of the counselors commented, "I especially appreciated the opportunity to observe and talk with the students. Their reactions and comments are the true indicators of the success and merit of the program."

Some of the sessions were truly eye-opening experiences for the counselors. Guilford Tech instructors discussed their particular programs, students and job opportunities for graduates. Then they took the counselors into the laboratories and shops where they saw the students in action. Every area of study at the institute was treated in this manner so that the counselors could be thoroughly indoctrinated in what Guilford Tech has to offer from learning how to read and write to the two-year technical programs.

In addition, lectures were given by representatives of the Department of Community Colleges, the University of North Carolina and industry.

During the last days of the four-week workshop, the true test came. The counselors, using their newly acquired knowledge, went out into the county to recruit students for the school. This was accomplished by telephone conversations which were followed by personal interviews. The names of the students were obtained from 1968 high school graduation lists.

At the end of the summer workshop, each participant was asked to give his evaluation of the sessions. These evaluations will not only serve as a guide for future workshops in the state, but they reflect the impressions these people have of Guilford Tech and the community college system.

Mrs. Wilma K. Johnson, counselor at Jamestown Junior High School, in her evaluation, admitted: "I was not aware, beforehand, that the curriculums were so comprehensive.—Most of the courses need students who have taken certain courses in high school to enable them to function satisfactorily in their particular course of study.

"I feel that this requires more planning in the high schools for the technical programs than is generally recognized by many students and counselors.

(Continued on page 23)